



Government of **Western Australia**  
School Curriculum and Standards Authority

# Western Australian Curriculum

## Languages | Japanese

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Scope and sequence | Years 7–10

Revised curriculum | For familiarisation in 2026

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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## Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Japanese are adapted and adapted from the Australian Curriculum version 9.

### Guide to reading this document

The Scope and sequence Western Australian Curriculum: Languages, Japanese shows the proposed content across the years of schooling from Years 7–10.

The Scope and sequence for Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: **Communicating** and **Understanding language and culture**.

The **Communicating** strand includes: **Interacting in Japanese**; **Mediating meaning in and between languages**; and **Creating text in Japanese**.

The **Understanding language and culture** strand includes: **Understanding systems of language**; and **Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for the Pre-primary to Year 10 Languages, Japanese curriculum.

<b>Languages</b>		
<b>Japanese</b>		
<b>Communicating</b>		
Interacting in Japanese	Mediating meaning in and between languages	Creating text in Japanese
<b>Understanding language and culture</b>		
Understanding systems of language	Understanding the interrelationship of language and culture	

## Strand: Communicating

### Sub-strand: Interacting in Japanese

Year 7	Year 8	Year 9	Year 10
<p>Participate in exchanges to share information about themselves and others</p> <p>For example:</p> <ul style="list-style-type: none"> <li>share information about themselves, including name, age, year level, likes/dislikes, such as はじめまして。わたしはハナです。オーストラリアのパスにすんでいます。十二才です。七ねんせいです。やきゅうとクリケットが好きです。でも、すうがくとびじゅつがは好きじゃないです。</li> <li>exchange information about family and friends, using short spoken or written texts, such as わたしのかぞくは四人です。父と母と兄とわたしです。兄はせがたかいです。そして、あたまがいいです。; ペットがいますか。はい、いぬがいつびきいます。いいえ、ペットがいません。</li> </ul>	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life</p> <p>For example:</p> <ul style="list-style-type: none"> <li>share information about daily life or school routines and present it in spoken/written format, such as 毎あさ何時におきますか。毎あさ七時におきます; 何時にあさごはんを食べますか。七時半にあさごはんを食べます。</li> <li>exchange information with peers about favourite leisure activities and personal preferences, and compare the findings, such as ~さん、好きなかもくは何ですか。好きなかもくはえいごです; ひまな時、何をしますか。ひまな時、よくバスケットボールをします。</li> <li>participate in surveys, interviews or short exchanges, and compare findings with those of Japanese</li> </ul>	<p>Initiate and participate in exchanges to share and compare information and experiences about Japan and the culture</p> <p>For example:</p> <ul style="list-style-type: none"> <li>participate in a class/group discussion about places of interest in Japan and present the ideas to the class using spoken or visual formats, such as ここはとうきょうです。; とうきょうはどんな町ですか。東京は大きくてにぎやかな町です。</li> <li>compare information about cultural practices in Japanese and Australian, and share the findings in a short comparison chart, such as 日本ではバレンタインデーに、女の子が男の子にチョコレートをあげます。でも、オーストラリアでは男の子も女の子もチョコレートのプレゼントをします。</li> </ul>	<p>Initiate and participate in sustained exchanges to share information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> <li>share and discuss information and opinions about future plans or travel plans, using well-rehearsed language, such as ほうかご、アルバイトをしてみたいです。お金をためたいと思います。そして新しいスマホを買いたいです。</li> <li>engage in extended exchanges to share and compare ideas and opinions about travel destinations and companions, using familiar language, such as 夏休みに友だちのマシューとシドニーに行きたいです。</li> <li>exchange, compare and reflect on ideas about preferred modes of travel and destinations through</li> </ul>

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> <li>interview classmates about their likes/dislikes and report their findings to the class, such as アニメが好きですか。はい、アニメが好きです。いいえ、アニメが好きじゃありません。; ~さんは~が好きです。~も好きです。でも、~が好きじゃありません。</li> <li>use expressions, exclamations and fillers when interacting, to show interest and comprehension, such as あ!; ほんとう。; すごい。</li> </ul>	<p>high school students, using modelled language, such as 一時かんに何がありますか。一時かんに日本語のクラスがあります。</p> <ul style="list-style-type: none"> <li>compare information related to daily routines in Japan and Australia, and present the findings to the class, such as オーストラリアの学生たちはふつうあさ8時半に学校へ(に)行きます。日本の学生たちはあさ8時に学校へ(に)行きます。</li> <li>use strategies to engage in interactions, such as そして、~; ~さんは?; いいですね。</li> </ul>	<ul style="list-style-type: none"> <li>engage in simulated exchange to order or serve food, such as restaurant role-plays or marketplace dialogues, using modelled language, such as ごちゆうもんはよろしいですか。はい、チキンカレーを一つ、おこのみやきを二つください; 日本の食べ物はおいしくてヘルシーです。私の一番好きな日本の食べ物はうどんとにくじゃがです。</li> <li>use formulaic language and あいづち to enhance interactions and express spontaneous feelings or reactions, such as えーっ、ほんとう?、すごい; たのしみですね。; さんねんですね。</li> </ul>	<p>class surveys or a travel-choice ranking task, using modelled language, such as どこに旅行してみたいですか。ひこうきでヨーロッパを旅行してみたいです。ふねよりひこうきのほうがはやくてべんりです。</p> <ul style="list-style-type: none"> <li>develop and maintain conversations by using appropriate interjections and communicative strategies to seek information, invite contributions or ask for clarification, such as ええっと、それはおもしろいですね。; もっとおしえてください。; それについて、どう思いますか。; もうすこし~。そうですか。</li> </ul>
<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exchange greetings, and thanks, adjusting politeness of language to suit the context, such as おはようございます/ おはよう。; こん</li> </ul>	<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use a range of modelled expressions to exchange and share simple tasks, such as すみません、もう一どいってください。; 何をしますか。; 本をよみます。</li> </ul>	<p>Participate in exchanges related to classroom activities, planning and negotiating</p> <p>For example:</p> <ul style="list-style-type: none"> <li>asked detailed questions to request help and support, such as どうやってかきますか。このことばのいみをせつめいしてください。</li> </ul>	<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>contribute to a class blog or plan a simulated group trip to Japan, reflecting on and sharing experiences about topics of</li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>にちは; こんにちは。; ありがとう/ありがとうございます。</p> <ul style="list-style-type: none"> <li>respond to common classroom instructions or requests verbally or non-verbally, such as きいてください。; みてください。; かいてください。; すわってください。; たってください。; ドアをあけてください。</li> <li>respond to classroom-related language and routines, such as コーエンさん、いますか。はい、います。いいえ、いません。; これは何ですか。; どうぞ。; すみません。</li> </ul>	<ul style="list-style-type: none"> <li>request clarification on how to express a word or concept in Japanese/English, such as ~は日本語/えい語で何ですか。</li> <li>give encouragement or seek help when interacting with others in classroom activities, such as いいです。; がんばって!; わかりません。; てつだってください。</li> </ul>	<ul style="list-style-type: none"> <li>ask questions to consider different ideas, such as おこのみやきとピザ(と)、どちらが好きですか。どのきせつがいいですか。</li> <li>give and receive praise, and compliment and encourage others, such as じょうずですね。; いいですね。; よくできました。; すごいです。; もうちょっとです。; がんばりましょう。</li> </ul>	<p>interest, using language to manage discussion, such as もう一回せつめいしてください; 日本りょうこうについて話しましょう。</p> <ul style="list-style-type: none"> <li>collaborate in small groups to plan, design and present a Japanese cultural booth or exhibition for a wider audience, such as 今日は一をしようかいたします。これは一です。日本の文化について話したいです。</li> <li>practise giving and showing appreciation, and compliment peers when working in a group situation, such as よくできました。; かんじが上手ですね。</li> </ul>

## Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process information, ideas and opinions in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• identify key information in short spoken/written introductions and use the information to create a personal profile</li> <li>• conduct a survey to related to family and friends about their likes/dislikes and present the findings in a graph or table</li> <li>• use infographics to summarise data collected from class surveys or web searches, such as どこからですか。 ; オーストラリア人ですか。 ; すきなスポーツは何ですか。 ; ペットがいますか。 はい、いぬが一匹います。</li> </ul>	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• locate specific information by engaging with a range of personal or informational texts, such as diary entries, timetables or notices, and present in alternative format</li> <li>• read or listen to simplified authentic texts about Japanese teenagers' daily routine and identify key information</li> <li>• read/view a short weather forecast and decide what clothing or activities are appropriate, such as あしたはあついですからうみにいきます。ともだちとじてんしゃで行きます。</li> </ul>	<p>Process and compare information, ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• summarise information from simplified authentic texts that reflect cultural aspects of how young people in Japanese-speaking communities celebrate festivals and seasonal activities, and share findings with others, such as さっぽろは雪祭りでゆうめいです。 ; 大阪はめずらしい食べものがたくさんあります。</li> <li>• compare information about the weather and seasons in Japan and Australia from a range of text types, such as digital/print media, and present key information to class</li> <li>• engage with texts, such as interviews and infographics about</li> </ul>	<p>Compare and summarise information, ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• engage with familiar and some unfamiliar spoken, written or multimodal texts to identify the speaker's perspective or opinion, such as digital/print media related to travel, culture or youth life</li> <li>• interpret and summarise information from informative or personal texts related to familiar and unfamiliar topics, such as comparing Japanese and Australian high school students' future plans for summer or winter holidays, highlighting similarities and differences</li> <li>• use information from a Japanese school rules page to create a</li> </ul>

Year 7	Year 8	Year 9	Year 10
		<p>different prefectures in Japan, and summarise the information to compare regional differences related to food, <i>omiyage</i> or <i>yurukyara</i> in a presentation exploring the influence of geography</p>	<p>bilingual guide for Australian students outlining what they need to know if/when they visit a Japanese school, such as 日本 の 学 校 で は ク ラ ス の 中 で ひ る ご は ん を 食 べ て も い い で す 。</p>
<p>Develop strategies to interpret, translate and convey meaning in Japanese language in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>locate appropriate meaning of vocabulary related to themselves and others using word banks or classroom displays</li> <li>recognise that bilingual Japanese–English dictionaries may classify entries using either English alphabetical order or the Japanese <i>gojūon</i> (<i>hiragana</i>) order</li> <li>identify words and phrases that can be translated literally and notice those that cannot be translated literally, such as よろし</li> </ul>	<p>Apply strategies to interpret, translate and convey meaning in Japanese language in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use translation tools, such as word banks, bilingual dictionaries or online translation tools to translate the meaning of individual words, ensuring the translation is appropriate both grammatically and in terms of content by comparing their translation with their classmates</li> <li>recognise culture-specific expressions and discuss how their meaning extends beyond literal</li> </ul>	<p>Interpret and translate non-verbal, spoken and written Japanese language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>engage in simplified authentic texts related to special events, and present information to the class, such as お花見, お正月, 修学旅行</li> <li>discuss culturally-specific expressions or idioms that resist literal translation and explain paraphrasing choices, such as が ん ば っ て ! ; い き が い ; き ん つ ぎ</li> <li>use bilingual dictionaries to interpret familiar or unfamiliar vocabulary accurately</li> </ul>	<p>Interpret and translate non-verbal, spoken and written Japanese language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>compile a mini-glossary of culturally nuanced expressions likely to cause misunderstanding, and comment on meaning shifts, such as わびさび, しょうがない, おもてなし</li> <li>compare and evaluate alternative translations from peer versus online versus dictionary of the same passage, noting differences in tone, accuracy and cultural appropriateness</li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>く おねがいします。;はじめまして;どうぞよろしく。</p>	<p>translation, such as いきます;ただいま;いただきます</p> <ul style="list-style-type: none"> <li>transliterate peers' names into <i>katakana</i>, such as Emily to エミリー; Tom to トム justifying sound-symbol choices</li> </ul>		<ul style="list-style-type: none"> <li>use key words, visual clues, context and prior knowledge to extract and translate key information from authentic texts, such as blog posts, advertisements or articles on study abroad plans</li> </ul>

## Sub-strand: Creating text in Japanese

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create a profile of a fictional character, including personal details, their likes/dislikes, and family members using modelled language structures, and present it to class, such as 兄はおもしろいです。そしてげんきです。</li> <li>• write captions for short imaginative texts, such as manga strips, anime characters or other illustrated stories to entertain a younger audience, such as これはドラゴンです。きょう、ドラゴンはととびます。</li> <li>• present short personal texts to introduce a real or fictional pet to peers, using modelled language, such as 私のねこのなまえはチョコ</li> </ul>	<p>Create informative, imaginative and personal texts adapting familiar and modelled language, using textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create a short message to inform peers about a simple plan or piece of information, using familiar expression, such as 土曜日にはひまです。ごご七時に、友だちのフィオナとアニメを見ます。とてもたのしみにしています。</li> <li>• create a short imaginative story to entertain peers, using rehearsed sentence structures and simple linking expressions to show a sequence of events, such as きょう、かっぱさんはひこうきで山に行きました。おにとけんどうをしました。それから、ラーメンを食べました。</li> <li>• create visual texts to inform peers about daily life using familiar</li> </ul>	<p>Create informative, imaginative and personal texts using linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• write a short festival guide page to inform peers about Japanese festivals, celebrations or seasonal events, such as 五月五日は子どもの日です。子どもたちはこの日に家族や友だちと楽しい時間をすごします。</li> <li>• create a short imaginative story to entertain peers using a range of adjectives to describe experiences, such as コアラちゃんはいろいろなたのしいかつどうをしました。かぶきとすもうをみました。めずらしくておいしいおせちりょうりも食べました。だから、コアラちゃんの休みはととてもすばらしかったです。</li> <li>• create a video or multimodal presentation to describe school</li> </ul>	<p>Create informative, imaginative and personal texts using linguistic features and textual conventions for a range of contexts, purposes and audiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create a short article for the school newsletter to share opinions on a familiar topic with peers, such as オーストラリアの学校のきそくは日本の学校のきそくよりきびしくありません（ないと思います）。</li> <li>• create a script for an animation scene as part of class story-telling activity, using familiar descriptive language to develop characters, setting and plot, such as 今日は2030年3月13日です。ぼくの先生はロボットです。でも、ぼくはロボットではありません。ある日、そのロボットの先生が...</li> <li>• produce extended texts, such as travel blogs, journals or presentations, about fictional</li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>コです。チョコはくろいです。小さいです。そして、とてもかわいいです。</p>	<p>sentence structures and simple sequencing expressions, such as 今日は月よう日です。あさ七時におきました。そして、あさごはんを食べました。</p>	<p>uniforms in Japan, and discuss the similarities and differences between Japanese high school and Australian high school uniforms</p>	<p>travel experiences or future plans, using structured paragraphs and cohesive devices to organise and link ideas</p>

## Strand: Understanding language and culture

### Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Recognise and use familiar linguistic features of spoken Japanese</p> <p>For example:</p> <ul style="list-style-type: none"> <li>become familiar with how sounds are produced and represented in the three different scripts <i>katakana</i>, <i>hiragana</i> and <i>kanji</i></li> <li>imitate the pronunciation of modelled Japanese words, expressions and phrases</li> <li>listen to Japanese words being read aloud and select the matching written form from a list of options</li> </ul>	<p>Apply familiar linguistic features of spoken Japanese to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>understand that the same sounds are represented by both <i>hiragana</i> and <i>katakana</i> scripts and apply this knowledge to pronounce familiar borrowed words, such as レストラン, マクドナルド</li> <li>engage in paired reading to practise reading aloud familiar texts, such as short role-play dialogues containing <i>hiragana</i> and <i>katakana</i>, with attention to rhythm, intonation and phrasing</li> <li>apply knowledge of Japanese sound–script correspondence by using a</li> </ul>	<p>Apply linguistic features of spoken Japanese to interact with increasing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>practise reading aloud familiar texts containing <i>hiragana</i>, <i>katakana</i> and simple <i>kanji</i>, to improve pronunciation and intonation patterns</li> <li>use raising intonation when asking questions, such as 食べましょうか。行きませんか。しますか。</li> <li>apply understanding of differences in the pronunciation of English and Japanese versions of loan words and pronounce unfamiliar <i>katakana</i> words such as インターネット、セルフイ、ファストフード</li> </ul>	<p>Apply a range of linguistic features of spoken Japanese to interact with increasing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>accurately pronounce unfamiliar Japanese versions of loan words related to travel and future plans, such as ツアー, ホテル, ドル, インターネット, ギャップイヤー, キャリア, オフィス, エンジニア, マネージャー</li> <li>apply different intonation patterns in Japanese, such as the down-turning curve in statements and rising intonation in questions using plain or ましょう form</li> <li>listen to and interpret authentic instances of formal and casual language, noting that the casual form of verbs is used in many bilingual dictionaries, such as 食べる; 行く; する</li> </ul>

Year 7	Year 8	Year 9	Year 10
	<p>romaji-input keyboard to type modelled sentences and short paragraphs, selecting <i>hiragana</i> or <i>katakana</i> appropriate to context</p>		
<p>Begin to use linguistic features of Japanese to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use sentence structures in the subject+object+verb order to make statements or ask questions</li> <li>• apply the principles of basic stroke order to write all <i>kana</i> and high frequency <i>kanji</i>, including numbers 1-100, days of the week, family members, and some basic verbs and adjectives, such as 一, 大きい, 見ます, 日, 木</li> <li>• use い and な adjectives to describe people and things in positive forms in the present tense</li> </ul>	<p>Use linguistic features of Japanese to respond to and create texts</p> <ul style="list-style-type: none"> <li>• understand and apply the rule that Japanese sentences end with either the copula です or a verb, such as subject は noun+です。 ; subject は adjective+です。 ; subject は object を verb+ます。</li> <li>• recognise that individual <i>kanji</i> represent both meaning and sound, such as 日 means ‘day’ or ‘sun’ depending on context</li> <li>• use い and な adjectives in the present and negative, in basic sentences, such as 学校はたのしいです。でも、しゅくだいはたのしくないです。</li> <li>• understand and use a range of particles to perform different functions, such as ～は (topic</li> </ul>	<p>Select and use a range of linguistic features of Japanese to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• understand that <i>kanji</i> is used for nouns, stems of verbs and adjectives, and some adverbs, and that the addition of <i>hiragana</i> to the stem of verbs and adjectives is called <i>okurigana</i></li> <li>• use a range of familiar adjective forms in different tenses and sentence structures to describe people, places and experiences, such as 楽しい, 楽しくない, 楽しかった, 楽しくなかった。</li> <li>• use a range of particles to perform different functions, such as ～で (transport) ～と (and/with), ～も (also) and use both や and と to list nouns</li> </ul>	<p>Select and use a range of linguistic features of Japanese when responding to and creating texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• apply the different functions of verb て form, for instance requesting and giving permission and expressing prohibition, such as ～てください, ～てもいいですか, ～てはいけません, ～てはだめです。</li> <li>• understand that when individual <i>kanji</i> characters are combined, they form new words or expressions with meanings that differ from the individual characters, such as 大人, 小学校 or 中学校</li> <li>• apply the complex form of い and な adjectives, such as linking</li> </ul>

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> <li>• use a range of particles to form basic sentences and questions, such as は、が、の、を、か</li> <li>• use a range of familiar verbs in the present positive/negative tense to describe experiences, such as 行きます, たべます, 見ません。</li> </ul>	<p>marker), ~ が (subject)を (object marker) and ~も (also)</p> <ul style="list-style-type: none"> <li>• understand the use of <i>furigana</i> to support reading, and <i>romaji</i> to type in Japanese</li> </ul>		<p>form, negative, present and past tense, to connect ideas</p> <ul style="list-style-type: none"> <li>• apply a range of particles to perform different functions, such as が (contrastive nuance), けど (concessive connector), より (comparison marker), から (cause/reason)</li> <li>• apply verb conjugation rules for the three different verb groups when producing a range of texts</li> </ul>
<p>Begin to notice similarities and differences in how linguistic features are used in Japanese and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• recognise that Japanese uses a character-based writing system where each <i>kana</i> represents a syllable and each <i>kanji</i> has meaning, whereas English uses an alphabetic system where letters represent individual sounds</li> <li>• compare the position of verbs in English and Japanese sentences</li> </ul>	<p>Identify similarities and differences in how linguistic features are used in Japanese and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• develop shared metalanguage resources, such as word banks and verb charts, to use as a reference when reflecting on differences in grammar use between languages</li> <li>• identify words of Japanese origin used in English, such as ‘sushi’,</li> </ul>	<p>Discuss similarities and differences in how linguistic features are used in Japanese and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• discuss the ‘it is ...’ construction in English and how the equivalent meaning is expressed in Japanese, such as 今日はいい天気です。</li> <li>• discuss differences between English and Japanese language features, such as using ‘and’ in English for connecting verbs, nouns and adjectives, and in</li> </ul>	<p>Reflect on and discuss the use of linguistic features in Japanese texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use relevant metalanguage to identify verbs, nouns, adjectives, particles, pronouns, conjunctions and prepositions, and to compare grammatical concepts and language elements</li> <li>• discuss words of English origin used in Japanese and understand how they are used in Japanese compared to English, such as イン</li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>(subject+verb+object versus subject+object+verb) and use this awareness when decoding and creating texts</p> <ul style="list-style-type: none"> <li>recognise that Japanese uses the particle か at the end of a statement to form a question, and compare that with question formation in English</li> </ul>	<p>‘bento’, ‘matcha’, ‘udon’ and ‘karaoke’</p> <ul style="list-style-type: none"> <li>recognise the similarities in common key features of Japanese and English texts, such as stories, songs and conversations</li> </ul>	<p>Japanese using the て form, や and くて/で respectively</p> <ul style="list-style-type: none"> <li>apply conventions of familiar text types, such as personal letters, emails and invitations, when creating simple texts in Japanese using appropriate salutations, address formats and date expressions, comparing with equivalent English structures</li> </ul>	<p>ターネット、パソコン、スマホ、ツアー、ドル</p> <ul style="list-style-type: none"> <li>explain that in Japanese the verb remains sentence-final, while other elements can be reordered for emphasis or style, and compare this flexibility with the more fixed word order in English</li> </ul>

## Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Begin to explore how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> <li>consider the cultural impact of suffixes, such as ~さん, ~くん, ~さま, and ~先生, on the status of others in different contexts</li> <li>reflect on classroom routines and consider how these practices show respect and connection between participants, such as bowing when greeting teachers</li> <li>recognise that Japanese uses different terms for family members depending on context and social relationship, such as お母さん when addressing or referring to someone else's mother and 母 when referring to one's own mother</li> </ul>	<p>Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise how forms of address change depending on the relationship between speakers, such as using ~さん to show respect, and compare to naming practices in Australia</li> <li>compare daily routines and school life in Japan and Australia, identifying similarities and differences in expectations and shared responsibilities</li> <li>explore the cultural role of 部活 (ぶかつ) in Japanese schools, and discuss why Australian schools have different approaches to clubs, leisure, and after-school activities</li> </ul>	<p>Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> <li>explain how language reflects cultural values in Japan, including the use of humble forms (けんじょうご) when referring to one's own actions or in-group</li> <li>compare communication styles in Japan and Australia, and identify contexts where each is culturally appropriate, such as bowing and indirect expression versus handshakes and direct expression</li> <li>discuss similarities and differences in how young adulthood is viewed in Japan and Australia, including ideas about legal adulthood, part-time work for high school students, and celebrations such as Christmas or Valentine's Day</li> </ul>	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p> <p>For example:</p> <ul style="list-style-type: none"> <li>examine how indirect expressions, such as それはちょっと... , are used to soften refusal and maintain harmony, and compare these strategies with ways of refusing in English</li> <li>compare cultural attitudes towards education and work in Japan and Australia, considering how expectations influence students' goals and decisions about life beyond high school</li> <li>reflect on how cultural values in Japan and Australia shape choices about school pathways, work, lifestyle and travel, and discuss how these influences appear in language and behaviour</li> </ul>